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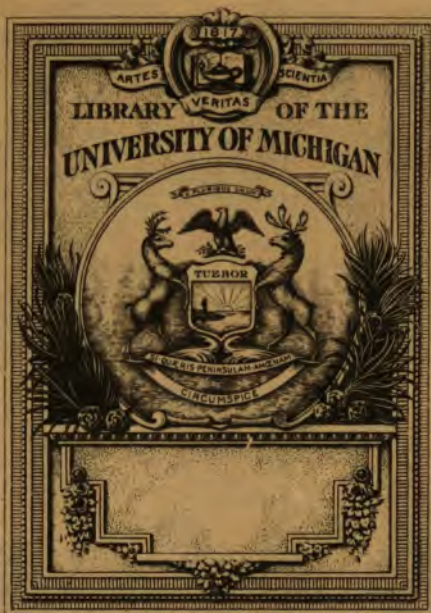
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Yale university. Inauguration of James Rowland Angell



THE GIFT OF  
Yale University

INAUGURATION OF  
JAMES ROWLAND ANGELL, LL.D.  
AS FOURTEENTH PRESIDENT  
OF YALE UNIVERSITY



JUNE TWENTY-SECOND  
ANNO DOMINI  
NINETEEN HUNDRED AND TWENTY-ONE

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## HISTORICAL STATEMENT

IN keeping with his known intention of retiring from office upon reaching the age of sixty-five, President Arthur Twining Hadley at a meeting of the Yale Corporation on April 10, 1920, formally tendered his resignation, to take effect at the close of the University year 1920-21. Ten months later, after a thorough survey of the field had been made by a Corporation committee appointed for that purpose, at an adjourned meeting on February 19, 1921, the Corporation elected as the fourteenth Yale President James Rowland Angell, a graduate of the University of Michigan in the Class of 1890, a former Professor of Psychology, at one time Dean of the University Faculties of the University of Chicago and Acting President of that University, and at the time of his election to the presidency of Yale University, President of the Carnegie Corporation of New York.

In spite of certain drawbacks, the date chosen for the inauguration—Wednesday, June 22, 1921—was deemed for several commanding reasons to be the best time available. A committee, with the Secretary of the University [Mr. Stokes] as Chairman and the Assistant Secretary of the University [Mr. Osborn] as Secretary, including Messrs. Brown and Farnam of the Corporation and the Provost [Mr. Walker]; several Deans [Messrs. Chittenden, Cross, Jones, Kendall, and Smith] and Faculty members [Messrs. Bakewell, F. B. Johnson, Meeks, and Mendell], the Chairman of the University Alumni Fund Association [Mr. Brown], and the Chairman of the Alumni Advisory Board [Mr. Mason], was charged with the arrangements.

Including those individuals who were invited to march in the



## INAUGURATION OF

inaugural procession, approximately eleven hundred invitations were sent to universities, colleges, schools, learned societies, and individuals, with the understanding that because of space limitations no institution should be allowed more than one official delegate. A distinctive feature of the entertainment of delegates by the University was their residence in the newly-completed portions of the Memorial Quadrangle of Yale College which had previously not been occupied. Breakfasts were provided at various clubs and elsewhere. A relatively small number, in most cases delegates accompanied by their wives, were privately entertained at homes of members of the faculty. The representatives of sister institutions were entertained at an inaugural dinner in the ballroom of the Hotel Taft on Tuesday evening, June 21. At this dinner were present also President-elect Angell and President Hadley, members of the Corporation, the University Council, and the Inauguration Committee, the presidents of national Yale organizations, representatives of the Federal, State, and New Haven City governments, and the 1921 candidates for honorary degrees. Additional entertainment of the delegates included the usual alumni luncheon in the University Dining Hall on Wednesday noon, the reception tendered by President and Mrs. Hadley and President and Mrs. Angell in Memorial Hall on Wednesday afternoon, and small informal faculty parties Wednesday evening.

The inauguration exercises combined with the two hundred and twentieth Commencement exercises on Wednesday morning, June 22, were distinguished by a simple dignity. Starting from the College Campus at ten o'clock and following the customary line of march by way of Center Church on the New Haven Green, the procession of delegates, specially invited public representatives, University officers, candidates for honorary degrees, graduates, and members of the graduating classes proceeded to Woolsey Hall. The order of the procession upon entering the auditorium was as follows:

## JAMES ROWLAND ANGELL

### CHIEF MARSHAL

Color Guard

### CORPORATION MARSHAL

President of the University and President-elect

Provost and Secretary of the University

Treasurer of the University and Governor of Connecticut

Staff of the Governor of Connecticut

Members and Former Members of the Corporation, with  
Candidates for Honorary Degrees

Delegates of Universities and Colleges established prior to  
Yale

Public Orator and Mayor of New Haven

Sons of Former Presidents

Deans and Librarian of the University

### DELEGATES MARSHAL

Delegates of Colleges and Universities (in the order of their  
establishment)

Delegates of Learned Societies and Educational Associa-  
tions

Delegates of Public and Preparatory Schools

### FACULTY MARSHAL

Professors and Associate Professors of the University

### GUESTS MARSHAL

Representatives of the Federal and State Governments

Representatives of the City Government

Representatives of Civic Organizations

### PROCESSION MARSHAL

Candidates for Degrees in Course

### GRADUATES MARSHAL

Members of the Alumni Advisory Board

Presidents of Yale Graduate Organizations

Alumni in Order of Graduation, with Assistant Professors  
and Instructors

As the procession entered the hall the Inaugural March,

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composed for the occasion by Dean David Stanley Smith, Mus.D. (B.A. 1900), of the Yale School of Music, was rendered under his direction by a Symphony Orchestra. Those who took seats on the platform, seventy-nine in all, were the members and officers of the Corporation; the Governor's Staff; the Mayor of New Haven; the Deans; former officers and members of the Corporation; the delegates from Lund, Glasgow, William and Mary, Oxford, Louvain, Cambridge, and Harvard, as institutions of higher learning established prior to Yale; sons of former Presidents [Messrs. Woolsey and Dwight], and the candidates for honorary degrees. President Hadley occupied the chair of Rector Abraham Pierson.

Following the usual presentation of candidates for degrees upon examination, the inaugural portion of the program began with the rendering by the student choir of the Inaugural Ode, for which the words were written by the late Edmund Clarence Stedman, LL.D. (B.A. 1853), and the music by the late Horatio Parker, Mus.D., Dean of the Yale School of Music. There were then presented to the President and Fellows the candidates for the honorary degrees, the final degree of Doctor of Laws being conferred upon the President-elect. The ceremony of the induction of Dr. Angell into the office of President was simply but impressively carried out. President Hadley presented the symbols and charter of the University. At the conclusion of the induction ceremony a fanfare of trumpets welcomed the new President. Welcome was then extended by Director Chittenden on behalf of the Faculties of the University and President Lowell on behalf of sister institutions of learning. President Angell delivered his inaugural address. The benediction was pronounced by the Rev. Newman Smyth, D.D., Senior Fellow of the Corporation.

The following pages contain the order of exercises and the addresses delivered at the induction of President Angell. There is appended a report of the after-dinner speeches at the inaugural dinner on Tuesday evening.

JAMES ROWLAND ANGELL

ORDER OF EXERCISES

I. INAUGURAL MARCH, David Stanley Smith, Mus.D., *Dean of the School of Music.*

II. PRAYER, Reverend Charles Reynolds Brown, D.D., LL.D., *Dean of the Divinity School and University Pastor.*

III. PSALM LXV, *York Tune.*

[At the opening of the first College building erected in New Haven, in 1718, the congregation united in singing the first four verses of Psalm LXV, in Sternhold and Hopkins' version, as follows :—]

Thy praise alone, O Lord, doth reign in Sion Thine own hill :  
Their vows to Thee they do maintain, and evermore fulfill.  
For that Thou dost their pray'rs still hear and dost thereto agree :  
Thy people all both far and near with trust shall come to Thee.

Our wicked life so far exceeds, that we should fall therein :  
But, Lord, forgive our great misdeeds, and purge us from our sin.  
The man is blest whom Thou dost chuse within Thy courts to dwell :  
Thy house and temple he shall use, with pleasures that excell.

Of Thy great justice hear, O God, our health of Thee doth rise :  
The hope of all the earth abroad, and the sea-coasts likewise.  
With strength Thou art beset about, and compast with Thy pow'r :  
Thou mak'st the mountains strong and stout, to stand in ev'ry show'r.

The swelling seas Thou dost assuage, and make their streams full still :  
Thou dost restrain the people's rage, and rule them at Thy will.  
The folk that dwell thr'out the earth shall dread Thy signs to see :  
Which morn and ev'ning with great mirth send praises up to Thee.

IV. PRESENTATION TO THE PRESIDENT AND FELLOWS BY THE DEAN OF EACH FACULTY OF CANDIDATES FOR DEGREES UPON EXAMINATION ; WITH THE CONFERRING OF DEGREES, IN THE FOLLOWING ORDER :— Bachelors of Arts, Bachelors of Philosophy, Bachelors of the Fine Arts, Bachelors of Music, Bachelors of Laws, Bachelors of Divinity, Masters of Arts, Masters of Science, Civil Engineer, Mechanical Engineers, Electrical

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Engineers, Engineer of Mines, Masters of Forestry, Certificate in Public Health, Doctors of Medicine, Doctors of Law, Doctors of Philosophy.

V. INAUGURAL ODE, Words by the late Edmund Clarence Stedman, LL.D. Music by the late Horatio Parker, Mus.D.

Hark! through the archways old  
High voices manifold  
Sing praise to our fair Mother, praise to Yale!  
The Muses' rustling garments trail;  
White arms, with myrtle and with laurel wound,  
Bring crowns to her, the Crowned!  
Youngest, and blithest, and awaited long,  
The heavenly maid, sweet Music's child divine,  
With golden lyre and joy of choric song  
Leads all the Sisters Nine.

In the gray of a people's morn,  
In the faith of the years to be,  
The sacred Mother was born  
On the shore of the fruitful sea;  
By the shore she grew, and the ancient winds of the East  
Made her brave and strong, and her beauteous youth increased  
Till the winds of the West, from a wondrous land,  
From the strand of the setting sun to the sea of her sunrise strand,  
From fanes which her own dear hand hath planted in grove and mead and  
vale,  
Breathe love from her countless sons of might to the  
Mother—breathe praise to Yale.

Mother of Learning, thou whose torch  
Starward uplifts, afar its light to bear,—  
Thine own revere thee throned within thy porch,  
Rayed with thy shining hair.  
The youngest know thee still more young,—  
The stateliest, statelier yet than the prophet-bard hath sung.  
O mighty Mother, proudly set  
Beside the far inreaching sea,  
None shall the trophied Past forget  
Or doubt thy splendor yet to be!

VI. PRESENTATION TO THE PRESIDENT AND FELLOWS OF CANDIDATES FOR HONORARY DEGREES; WITH THE CONFERRING OF DEGREES BY THE PRESIDENT: William Lyon Phelps, Ph.D., Litt.D., Public Orator, *Lampson Professor of English Literature*.

VII. PRESENTATION OF JAMES ROWLAND ANGELL FOR THE DEGREE OF DOCTOR OF LAWS.

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VIII. INDUCTION OF THE PRESIDENT, WITH PRESENTATION OF THE SYMBOLS OF UNIVERSITY AUTHORITY, Arthur Twining Hadley, Ph.D., LL.D., *President of Yale University*.

IX. WELCOME TO THE PRESIDENT FROM THE FACULTIES OF THE UNIVERSITY, Russell Henry Chittenden, Ph.D., LL.D., Sc.D., *Director of the Sheffield Scientific School, and Senior Dean*.

X. WELCOME TO THE PRESIDENT FROM SISTER INSTITUTIONS OF LEARNING, Abbott Lawrence Lowell, Ph.D., LL.D., *President of Harvard University*.

XI. INAUGURAL ADDRESS, James Rowland Angell, Litt.D., LL.D., *Fourteenth President of Yale University*.

XII. HYMN, *Duke Street*.

O God, beneath Thy guiding hand,  
Our exiled fathers crossed the sea,  
And when they trod the wintry strand,  
With prayer and psalm they worshipped Thee.

Thou heard'st, well pleased, the song, the prayer,—  
Thy blessing came; and still its power  
Shall onward through all ages bear  
The memory of that holy hour.

Laws, freedom, truth, and faith in God  
Came with those exiles o'er the waves;  
And where their pilgrim feet have trod,  
The God they trusted guards their graves.

And here Thy name, O God of love,  
Their children's children shall adore,  
Till these eternal hills remove,  
And spring adorns the earth no more.

Reverend LEONARD BACON, D.D., LL.D.

XIII. BENEDICTION, Reverend Newman Smyth, D.D., *Senior Fellow of the University*.

XIV. FINALE FROM THE FIFTH SYMPHONY, *Peter Ilyitch Tchaikovski*.

The audience is asked to refrain from applause during the induction ceremony until a fanfare of trumpets welcomes the new president.

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### INDUCTION ADDRESS BY PRESIDENT HADLEY

**T**HERE remains a yet more solemn act of investiture, by which the Corporation confers upon you the highest dignity which it is in its power to bestow.

Never did the office of president bring with it greater burdens and responsibilities than it does to-day. The whole system of education is changing. New and vastly multiplied demands are made upon our teaching force. It is no longer enough to train individuals. We must do our part in so educating the nation as a whole that its members may be efficient in their several callings, and may at the same time be animated by those ideals which make for unselfish conduct, for social order, and for the spiritual development of the commonwealth.

He who would take the lead in this work must himself be efficient, and must himself be animated by spiritual ideals. And yet more than this: he must so have studied the world's educational systems that he can profit by the results of history. Berlin has pursued efficiency to the point of neglecting spiritual ideals; Oxford has pursued spiritual ideals to the point of undervaluing efficiency. The great universities of the future must be made wise through the example both of Berlin and of Oxford, and learn to combine what was good in each—lest civilization become permanently divided against itself and perish.

This, and nothing less than this, is required of us; this is the honorable burden, which in behalf of the Yale Corporation I call you to assume. The problems immediately before you are difficult, and are rendered doubly so by present financial conditions. With limited resources at command, our schools must make intelligent choice of those things which it is most

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vitaly necessary to teach; and they must make that choice, not in the way that will meet popular approval to-day, but that will stand forth justified to-morrow by the verdict of history.

We have called upon you to take this burden, because you are one of the few men who have the knowledge to understand the problem and the vision to see whence and where its solution must be sought. We offer you compensations commensurate with the burden: opportunity, such as comes but seldom in each generation; loyalty, of teachers, students, and graduates, which is inspiring beyond belief; and above all, a heritage of tradition and sentiment which makes you the chosen leader, not merely of the three thousand now in your presence, but of ten times that number, representatives of three centuries, who now join in acclaiming you as our titular head.

Accept this charter and this seal, symbols of the authority which passes from my hands into yours at the close of the college year. Accept at the same time my cordial felicitations upon the prospect which lies before you. May God give you strength so to discharge the trust which you now receive, that when it comes your turn to transfer the office to your successor you will leave Yale more honored by the world for what you have taught her to do, and more loved by her children for what you have helped her to be. Confident in this hope, we salute you as our President.



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### RESPONSE BY PRESIDENT ANGELL

**W**ITH deep reverence I accept this great responsibility which you place upon me. To the preservation and upbuilding of this noble institution, in the companionship of my colleagues, I dedicate myself. May the beneficent Providence which has watched over it in generations past still guide and guard it in paths of lasting service to mankind!

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## WELCOME FROM THE FACULTIES OF THE UNIVERSITY

BY DIRECTOR RUSSELL H. CHITTENDEN

**D**OCTOR ANGELL:—As the representative of the Faculties of the University it is my privilege to extend to you a cordial welcome to this ancient seat of learning. For more than two centuries, from the days of humble beginnings to the later days of broad expansion, successive generations of teachers have labored here upholding and applying the principles which this University inculcates, gaining courage from the fact that the work of each generation is continuous with that of the past, and taking pride in the great development which has resulted, with full confidence in a still more glorious future.

No milestones mark the transition from the old to the new, yet it is clearly apparent that the education, the sciences, and the arts of the civilized world have gradually undergone profound changes. Every science has made its contribution to the advancement of knowledge and every advance has made more obvious the mysteries still to be unraveled.

The function and scope of a University to-day are vastly more complex than even a generation ago. It must be saturated with the vigor of youth, but seasoned by age; it must be prepared to deal with a diversity of problems undreamed of even by our immediate predecessors; its faculties must be composed of members full of courage and enthusiasm, and devoted to the work of teaching and research, ever mindful of the fact that a true University must have an atmosphere which can come only from creative scholarship; its president must be a leader

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to whom faculties and students alike can look for inspiration and guidance,—a man whose intellectual power and broad vision beget a feeling of confidence and respect, and whose sound judgment can be relied upon in any and all emergencies.

To you, Sir, we look for this leadership with a feeling of assurance and confidence, strong in the belief that in you the University will have an executive mindful of the traditions of the past, and at the same time ready to meet the obligations of the present and the possible complications of the future. We are strengthened in our faith by knowledge of the broad training which your past experiences have given you, and by knowledge of your breadth of sympathy, possessions which cannot fail to prove of inestimable value in arriving at just and sane conclusions.

You will find here faculties bound together by an undivided loyalty to the University and by equal loyalty to you. You will find them ever ready to coöperate in any plan for improvement, whether it be in the direction of sound teaching, scholastic achievement, high morale, or economic readjustment. You may rely upon faculty support in any movement that commends itself to the final judgment of the Corporation under your leadership, with the assurance that Yale, in welcoming you here, does so whole-heartedly and with a confidence that should give you courage and inspiration for the work that lies before you.

*"Lux et Veritas"* is engraved upon the seal of the University and to you, its newly-chosen president, we look for light to illuminate the path of progress, and for aid in the development of truth to overcome the powers of darkness and ignorance, for health, temperance, virtue, and true religion follow in the footsteps of knowledge.

May the years that lie before you in this fellowship at Yale be crowned by such measure of success that final judgment will be followed by grateful celebration.

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## WELCOME FROM SISTER INSTITUTIONS OF LEARNING

BY PRESIDENT A. LAWRENCE LOWELL,  
OF HARVARD UNIVERSITY

**D**AUGHTER of Learning and Mother of Men, Yale for two hundred and twenty years enlarged the circle of her influence, until it became national in its scope. Her sisters have gathered here for the inauguration of her President; but first we want to speak of the great scholar who, to our regret, has laid the office down. Brilliant in thought, quick of wit, genial by nature, he has endeared himself to the men in other institutions, and we are proud to tell him of our affection and respect. We welcome his successor who, with unfaltering hand, takes the blue pennant, for a new advance in the unending course of progress.

In the courtyard of the Sorbonne are shown in the pavement the lines of the building of Richelieu; and, on a still smaller scale, those of medieval halls. The University of Paris has lived eight hundred years. It has survived the shocks that overthrew royal and imperial thrones; and stands erect through every storm.

Where Oxford lifts to heaven her diadem of towers there is a lane called "Dead Man's Walk" where men were shot for taking part against King Charles the First. Yet she passed safely through those dangerous times, and the Wars of the Roses earlier still. Oxford has survived all the dynastic strifes of English history to come forth stronger than ever since the crown came under popular control. At Cambridge they point out in the Great Court of Trinity the small building by the gate

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where Newton, Macaulay, and Thackeray had their rooms—an inspiration to the youth of later days.

Universities have outlived every form of government, every change of tradition, of law, and of scientific thought, because they minister to one of man's undying needs. Of his creations none has more endured through the devouring march of time; and those who administer them, or teach therein, are but living links in an ever lengthening chain that stretches forward measureless to the unknown. They work not for themselves alone. Theirs, like the Vestal Virgins, to keep alive the sacred fire lit long ago, to furnish it to all who seek it, and to add fresh fuel to the ever brightening flame.

It is in this spirit that, on behalf of the sister institutions here assembled, I congratulate you, Sir, on the opportunities that lie before you, and this great University upon the fitting choice that has been made.

## THE INAUGURAL ADDRESS

WE celebrate to-day the auspicious conclusion of a great administration. For twenty-two years President Hadley has served the University with untiring devotion. Under his leadership Yale has grown marvelously in material wealth, in intellectual power, and in educational prestige. I make no attempt, Sir, at this time to rehearse the many contributions which you have made to the history of Yale; but on behalf of all her sons I offer you the tribute of warmest gratitude, unqualified admiration, and sincere affection. Retiring from your administrative duties in the full height of your physical and intellectual powers, may you live long and happily in the pursuit of your chosen studies, an example to all men of the enviable reward which awaits high intelligence and spotless character unselfishly devoted to the public good. "*Candidiorem animam terra not tulit.*"

This brilliant chapter in the life of the University, always to be associated with the name of President Hadley, draws to a close; and there must perforce be opened a new one upon whose pages we know not what shall be inscribed. Properly and inevitably at such a time we turn our vision forward, and in the few moments which I may occupy I invite your attention to certain considerations bearing upon this unknown future.

### I

No thought has been so often brought to my notice by the alumni of Yale as their desire that she should somewhat enlarge her character as a national University. It has for generations been a source of pride to Yale that her sons represented so truly the entire country, and it has been no less a persistent ideal that

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she should serve the whole nation. I believe that a moment may profitably be devoted to this ideal and some of its implications. It seems to involve several conceptions not always clearly distinguished from one another, but the most frequent and that which may properly be first discussed, whether or not it be of most importance, concerns the undergraduate departments and the wish that their students should represent a wider and more generous geographical distribution than is at present the case.

The day has long since passed when any educational institution can hope to monopolize the function of national representation. Hardly any college is so small or so obscure that it does not count in its student body representatives of widely distant regions, and this despite the fact that every college, large or small, draws the greater part of its students from its own immediate neighborhood. In larger measure perhaps than most of its contemporaries Yale has enjoyed a considerable attendance of students from afar, and her problem is accordingly the extension and enrichment of this group, not its creation.

A college may conceivably desire to increase the list of its students from distant regions as a method of attaining great size, but I take it that merely to secure larger numbers is not, in this instance at least, our motive. It is profitable both financially and educationally that an institution should have in it as many students as its physical facilities and its instructional staff can properly care for. Beyond that point new students are generally a liability and not an asset—and this is true from whatever viewpoint the matter be considered. How many more students than are now enrolled Yale can properly serve with her present personnel and equipment I do not know, but in any event I am sure that in proposing to augment the number of young men from distant states quality and not quantity is the dominant consideration, and this I conceive to be an ambition altogether honorable and legitimate.

We should seek the rare outstanding boy, who promises to

## JAMES ROWLAND ANGELL

get from his life at Yale the truest values and to bring to her sound character, fine ideals, and high native intelligence. Such boys, however irregular their academic training may have chanced to be, will create no serious problem. Their orientation will be speedy and their quality will quickly show.

We want these young men not only because of the tonic effect which their presence is sure to exercise on the undergraduate atmosphere, but because if Yale is to remain really national in her thought and feeling, she must keep touch with the various currents of sentiment and opinion constantly flowing through the life of the people, and nothing can so fully assure this sympathetic contact as the presence in her midst of those who are among the finest representatives of the younger generation, from the various parts of the country.

In revising the entrance system the first step has been wisely taken to render it possible for any able boy who has had a high school course to come to Yale; but between making it possible for these youths to come, and the enlistment of their interest in such a program, a considerable gulf is set. Not only must the gates be opened, but guides must point the way.

One form of general publicity against which no possible shadow of objection can be raised is the presence in a community of a Yale man discharging with distinction some duty for which sound character and broad training are indispensable. Yale owes no small part of its attraction for able boys to the example of just such men. When, as often happens, a man of this kind interests himself in calling the attention of promising lads to the opportunities at Yale, one has the best and most effective form of publicity which can be secured—and one, be it said, which cannot be bought.

The college which expects to succeed in this field must also take the high schools into its confidence, explain fully its purposes and seek frankly to coöperate as far as may be in the efforts of these schools to meet their local obligations. One truth



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must be clearly understood and cordially accepted: that while as a matter of law Yale stands on an independent foundation, in fact she is as much a part of our national system of education as any state university, and she must bear her just responsibilities in solving the problems which this circumstance involves. She must conceive of the schools not merely as sources of raw material for her purposes, but as institutions with which she shares the common task of training for citizenship.

Yet deeper and more fundamental than any of these things in attracting exceptional men the country over is the actual life and work of a college itself. There must be men of outstanding scholarly distinction and attainment on the faculty, men who are recognized leaders in their several fields of scholarship, men genuinely gifted as teachers, who honestly enjoy teaching. The ideals which dominate faculty and student body alike must be clean and sound and reverent, grounded on sincerity, integrity, and loyalty, otherwise the moral and spiritual life of the college will inevitably decay. The most invaluable asset which any college can possess is a deserved reputation for giving a thorough and honest training to body, mind, and spirit. No sham college discipline can stand the acid test of experience as disclosed in the careers of its alumni; and to this test every college must submit.

We want these marked boys of whom we have been speaking not only for our own selfish advantage and for whatever advantage we can pass on to them, but also because we believe that Yale gives a distinctive training which, when carried back into homes and communities scattered all over the land, will be of high service in the multifarious undertakings of the nation. To be sure, not all our graduates will return to those parts of the country from which they came, but many will, and by so much the Yale contribution will be the more widely distributed.

In holding these beliefs, we need not urge that all academic virtue and wisdom abide with us, much less that they will perish

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when we perish! The high achievements of other institutions we gladly recognize and admire.

### II

BUT there are broader and perhaps more pregnant conceptions of Yale's place in the nation. Our colleges and universities comprise essential features of our national character. They reflect and largely determine the nature of our intellectual leadership, and although we have no national system of education in the strict sense of the phrase, because of that very fact each of our great universities has an added obligation to play its peculiar part to the limits of its powers. Time immemorial Yale has been sending out an unfailing stream of young men equipped with the discipline of a liberal education to meet the varied demands of the community. How well they have responded to the test is shown by the long honor roll of those who have achieved fame in the nation's service; but a great university must also train men directly for the learned professions, and this too Yale has done. That public interest should in general be more actively enlisted in the undergraduate departments, that alumni sentiment should be at this point most vivid and devoted, is entirely intelligible in view of the history of American university development. This fact however must not blind us to the further fact that powerful professional schools with high ideals and drastic standards constitute one of the most bracing influences to which the college can be exposed. To train in the most thorough possible way a rigorously selected group of men for the great professions is to render a national service always needed and never too well performed. Who ever really wishes Yale to keep her place in the front rank of the great universities must view with sympathetic interest any step which promises to strengthen the fiber of her professional work, for she cannot discharge her full obligations to the nation if she fails at this point.

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Just at this moment the colleges and universities are confronted with an extremely grave crisis, by reason of the dearth of properly qualified teachers in many branches of study. For the recruitment of this profession with persons of high intellectual calibre and sound training our Graduate School has a very special obligation, which it shares with other schools of its type.

I fear that the community is not yet aroused to the danger that the career of the productive teacher, scholar, scientist shall so fall away in its attractiveness to men of high quality that our universities may presently be largely staffed by inferior individuals. It is obviously futile to look for intellectual leadership from men of second rate capacity, and I cannot believe that our people will ever knowingly consent that training for the higher intellectual achievements, whether in commerce, industry, the professions, or statescraft shall be choked by mediocrity and inefficiency at the source. Certainly the war taught the public the value of university men and university training with a thoroughness which nothing else could have done; and they have shown their appreciation by drafting for business and industrial service many of our leading university teachers, while at the same time they have sent their children into the colleges and universities in numbers never before known. As a consequence, the unprecedented growth of our institutions of higher education has created a demand for teachers with which our present supplies are wholly inadequate to cope.

The cure, if cure there be, for these conditions is undoubtedly to be found in better academic salaries, in more congenial conditions of work and above all in a more generous recognition of the importance of the scholar's function by the general public. If with this change of public attitude there go such possibilities of income and of protection in old age as to assure to the prudent freedom from intolerable economic embarrassment and the ability to lead the normal life of the comfortably circumstanced citizen, able men will certainly be drawn into the profession in rapidly increasing numbers.

III

HUMAN institutions like human beings necessarily adjust themselves to the changing tides of life, otherwise they fall into decay and perish. Colleges and universities constitute no exception to this inflexible and doubtless benign rule. To-day as always after a period of upheaval in men's methods of thought and conduct the university has as its most compelling problem the preservation of those elements in the old whose value has been proved while seeking out and testing that which is significant in the new. Respectful of the great traditions of the past, we must nevertheless recognize the peculiar exigencies of the present, and the radiant promise of the future. The university is essentially a living thing. Like other organisms it must grow by casting off that which is no longer of value and by taking on that which is, and in this process it will always grieve two groups of its friends: those who distrust the new and lament the old which is discarded, and those who regret the old which is retained while craving more of the new. Yet somewhere between motionless stagnation and incessant flux lies the region of healthful development.

Furthermore the undergraduate college of to-day is under a vigorous cross fire from those who, on the one hand, fear that it is deserting the ideals of liberal culture and from those, on the other, who equally fear that it is not, and who desire that it should become an institution of more definitely vocational character. The advocates of the latter view are wont to protest that the present college curriculum affords a training which is at best of dubious value, if designed to secure either culture or discipline. They allege that it is pursued by the average undergraduate without enthusiasm and with a minimum expenditure of effort, that it is largely responsible for the development of the dense undergrowth of so-called college activities which monopolize so large a part of students' energies, and that it

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should give way to a curriculum organized in such a manner as to appeal to the same motives which make the severe discipline of the strong professional schools so attractive to young men. It must be admitted that generally speaking the professional and vocational schools evoke from their students a more earnest and devoted attitude of study, a more substantial interest in their work, than that which characterizes the students of liberal arts colleges. On the other hand, they undoubtedly sacrifice some very real though intangible values in their accent upon obvious utility. Without desiring to abandon a scintilla of whatever is of genuine worth in the disciplinary and liberal culture ideal of college training, it is fair to urge that we study afresh the problem of motivation in our students. A liberal education at which the average student balks and perhaps only a portion of which is all he will actually assimilate, may be defeating its own purposes by an insistence upon the form when the substance has already fled.

The protagonists in this controversy are not so much divided by a complete diversity of ideals as by a difference of opinion as to the stage at which the one type of training should give way to the other. So far as I am aware, all are agreed that beneath vocational and professional training of every kind there should be a substratum of general and liberal education. Divergence of opinion arises only when one undertakes to assign the point at which this form of education shall yield to one of more utilitarian character. In the judgment of certain of our educational authorities, four full years of liberal college training should precede entrance upon any strictly professional studies. In the judgment of others, perhaps equally competent, law and medicine may be entered upon advantageously after two such years of liberal training. Still other competent opinion would hold that for engineers no general training beyond that given in the secondary schools is of indispensable moment; and similarly not a few would urge that admirable training for cer-

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tain forms of business and industry may be based upon no more of liberal studies than is included in a high school course, or at best in such a course with one additional college year. In short, we are dealing in this question not so much with a proposal to abolish altogether from our training the ideal of liberal education; we are rather attempting to redefine its content and to state afresh the boundaries where it may properly give way to training of another type.

Inside the ranks of the advocates of liberal culture itself there is a secondary conflict centering on the possible deletion from the curriculum of certain of the subjects traditionally identified with their ideal; but this is an issue which may well be left to some other occasion for discussion.

### IV

NOT wholly distinct from these questions which we have been discussing and still meriting a separate emphasis because it is critically important and yet often forgotten is the contribution of the university to the discovery of truth. To push forward the boundaries of knowledge is at once the high privilege and the profound obligation of the university.

Never was the opportunity and need for the scholarly and dispassionate study of the great problems of life more urgent. Two generations ago the tension in the intellectual world of America was perhaps greatest in the field of theology. Then came the period of Darwin and the tension was transferred to the field of biology and natural science, but still with theological implications. To-day undoubtedly the tension is greatest in the field of economics, of political and social theory—what we sometimes call the social sciences. Many good citizens are disturbed, somewhat needlessly I suspect, by the alleged radical character of our collegiate instruction in these fields and by the supposed spread of radical heresies among our students. Whatever may be the facts in this particular issue, certain it is that

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we need in all these matters the most painstaking and thoughtful examination of the problem by men of wide experience, thorough training and utter impartiality, in order that we may know the truth and act accordingly.

What is true of the social sciences is, if possible, even more true in the range of the physical, chemical, and natural sciences. Not only is man's understanding of the great fundamental processes of nature at the threshold of a great new revelation, but the applications of fresh discoveries in these sciences is every day bringing essential changes into the practices of industry, engineering, agriculture, medicine, and all the arts by which civilized man maintains himself. An institution in which the spirit of inquiry is not vigorous and alert is an institution intellectually moribund. The practical working out of certain phases of the problem of research is perplexing, for the university has other duties not always easily adjustable to the requirements of prolonged investigation; but none of these difficulties is insoluble. Not every man should devote the larger portion of his time to research. Such a privilege should be won by proved ability.

Meantime, it will always be true that where the great investigators and scholars are gathered, thither will come the intellectual *élite* from all the world. So Pasteur drew bacteriologists to Paris, so Helmholtz brought physical scientists to Berlin as J. J. Thomson drew them to Cambridge, and so it will always be. No university can in these days of arduous competition hope to have at any one time many of these preëminent scholars on its staff; but no university is quite worthy of the name and none is quite serving to the full its own day and generation, that is not, through its productive scholarship, enriching human life and enlarging the borders of human understanding. In this high citadel of the spirit whence proceeds the pure flame of intelligence in its mastery of life, may we always find men worthy of the great Yale tradition, able to keep her

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in the forefront in these most enduring contributions to human progress!

### V

IN conclusion I wish to address a few words to the members of the graduating classes.

As the dark mists of the great war roll slowly away, America is standing upon the threshold of a new day. To us as a people it brings unparalleled opportunities, deep and compelling obligations. For all humanity it is of paramount consequence in what manner we meet this crisis. If we are guided by the divine that is in us, we may yet transfuse into permanent forces of beneficence those superb impulses of self-sacrifice and loyalty which characterized our national attitude in the war. On no one of our institutions does this burden of national responsibility fall more heavily than on the colleges and universities. Theirs it is to set a new standard of excellence, a new ideal of service to mankind, a new conception of the devotion of trained intelligence to the essential needs of humanity.

In the war America gave generously of her sons and many of you here present served bravely in our battle lines; but compared with our allies and with our enemies alike our losses were relatively insignificant. For them the flower of one whole generation has been practically destroyed. On us who were, in the Providence of God, so largely spared, and particularly upon you young men of the graduating classes, there rests the sacred duty to live worthily of the dead, to hold high the ideals for which they gave their lives and to bring to our common humanity, as far as in you lies, the gifts which were in the hands of your comrades fallen over seas. This is an obligation which I know you gladly acknowledge and which you will earnestly strive to meet. When the call has come, the sons of Yale have never failed. The summons to-day is no longer the bugle call to war, but the relentless command to enter upon the long, hard task of bringing back a distracted world to ways of sanity and peace.



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Imbued with the true Yale spirit of loyalty to country and to God, take up this task manfully and unafraid, and join your prayers with ours that the divine Providence which has watched over this venerable institution for more than two centuries may still preserve and guide it in all the days to come, giving us, into whose hands the sacred trust has been confided, wisdom and power and devotion to pass on unimpaired to coming generations the benediction of its spirit.

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## DINNER TO DELEGATES

**I**NTRODUCTORY REMARKS. Presiding Officer, Williston Walker, Ph.D., D.D., L.H.D., Provost of Yale University.

Toastmaster, George Henry Nettleton, Ph.D., Litt.D., Professor of English in Yale University.

## ADDRESSES

PUBLIC AND PREPARATORY SCHOOLS. Alfred Ernest Stearns, Principal of Phillips Academy, Andover.

WOMEN'S COLLEGES. Mary Emma Woolley, Litt.D., L.H.D., LL.D., President of Mount Holyoke College.

UNIVERSITIES AND COLLEGES OF THE EAST. William H. P. Faunce, D.D., LL.D., President of Brown University.

UNIVERSITIES AND COLLEGES OF THE SOUTH. Harry Woodburn Chase, Ph.D., LL.D., President of the University of North Carolina.

UNIVERSITIES AND COLLEGES OF THE WEST. Edward Charles Elliott, Ph.D., Chancellor of the University of Montana.

FOREIGN UNIVERSITIES. Sir Robert Jones, Sc.D., LL.D., Delegate of the University of Liverpool.

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Grace was said by the Right Reverend Chauncey Bunce Brewster, D.D., Bishop of Connecticut.

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### INTRODUCTORY REMARKS BY THE PROVOST

PROFESSOR WILLISTON WALKER

**Y**ALE welcomes you all most heartily personally and as representatives of honored sister institutions of learning of this continent and from across the seas. It is a common task in which we are all engaged, with common hopes and aims and achievements and with common perplexities and problems. We welcome you to share with us in the passing of an important milestone in the history of this ancient University. The thirteenth President lays down the burden of an office which he has filled with rare distinction for twenty-two of the most significant years in the life of Yale. It is with honor, pride, and affection that we think of him and what he has been and done. We are met to see his place taken by the fourteenth President, to whom we look with confident anticipation and to whose leadership we pledge the loyalty that we have rejoiced to give to him who now passes from office. You have come to us conscious of the significance of this event. You bring us greetings and good wishes, and we thank you. We want you to be at home with us and we offer the best we have. We would receive the benefit of your wisdom and experiences as we face the common problems of higher education, and we trust that our assembly to-night may be not only for the expression of interest and good-will, but for the illumination, in what may be said, of the difficulties and aspirations of the educational task which we are all trying to master.

To-morrow we shall welcome you also to a ceremony unusual in Yale's history, a Commencement and an Inauguration combined, where Yale sends forth its latest graduated sons and

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daughters to their further tasks, under the guidance of him who lays down his burdens, and welcomes a new captain to the guidance of the future course of the University. The past, the present, and the future all claim their share in to-morrow's celebration in which you and we shall join.

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### PUBLIC AND PREPARATORY SCHOOLS

BY PRINCIPAL ALFRED ERNEST STEARNS

**M**R. Toastmaster, Dr. Hadley, Dr. Angell, Ladies and Gentlemen: Secondary schools, I have always been told, are called "secondary" because they come first; first in point of time, in the opinion of most of you; first in point of importance, in the opinion of us schoolmasters.

It is a pleasure to speak, and a privilege, for the secondary schools, public schools, and private schools alike (preparatory schools, as they are commonly designated), at such a significant occasion as this. For the schools have a very vital interest in what the colleges are doing, what the colleges stand for, and the various changes that take place from time to time. The relations between Andover and Yale have always been, through more than a century, unusually close, unusually stimulating, to us at least, and we look forward to the future, under new leadership and guidance, with hopes and with confidence.

I say that we have a vital interest in what the colleges are doing and what they stand for, because after all, the colleges are so closely related to us that what they do or what they stand for makes all the difference in the world to us in what we can do and what we can stand for. We send the colleges our boys. They send us their customs and their traditions, and in a sense, their standards, intellectual, moral, social, and even physical. We work over those fellows for years, and we think we bring them to a pretty fine point of excellence, and then we turn them over to the colleges. And yet, ladies and gentlemen, you cannot do that without apprehension, as well as hope and ambition. For we know that what the college does to those fellows, in the first few months of their new life, means often their success or

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failure in later life; means the strengthening of what we have done, or the undoing of our efforts. I think I can say with sincerity and truth, certainly for the preparatory schools, and in large measure for the public schools as well, that Yale has met us more than half way, in most respects at least, through the passing years.

We have little to complain of in the way of the curriculum. I know some of my public schoolmaster friends won't agree with me on that, but I myself have found, and I think I speak for many,—when I say that others have found that Yale has met us more than half way, and the colleges as a whole have met us more than half way, in making the proper contact in matters relating to the curriculum. I am not quite so sure—and I am not speaking about Yale now, but colleges in general—that the colleges have met us quite so fully in meeting the boys' stride at the beginning of their college lives. Over and over again I have heard fellows who have come to the perfection, apparently, of their stride, speak of the slowing up that they have encountered in their Freshman year, and I have seen many good fellows go out, or slow up, and be unable to gain their stride again before crossing the tape at the end of the race.

And I feel even more sure that the colleges as a whole have not met us on the moral side of our education as we send them our boys: for, ladies and gentlemen, the schoolmaster, at least, regards his pupil as not merely an intellect to be trained, not merely an individual to be crammed with knowledge, but as a human soul to be inspired, as a character to be rounded and strengthened, and made strong for life's fight, as an all round man. And I can't help feeling and feeling strongly, more strongly as the years go by, that the colleges and the universities have been shirking in a measure a large and serious responsibility in that particular phase of their dealings with the product that we send them from the schools. They are too ready to leave this to outside agencies, as they say, and not regard it as a part

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of the regular business of a college curriculum. Perhaps that's the proper position to take.

I am not prepared to say that it is not, in a measure, the proper position; and yet I do feel, and feel with all my heart, that the colleges owe to the youths of the country to see to it that not merely the intellect is quickened, not merely that knowledge is given those individuals who come to them, and who need it sadly enough; but that they get a moral and spiritual stimulus and uplift that shall make it possible for the knowledge to be used in splendid and helpful service to the human race, not merely on the intellectual side, but on the side of character as a whole. I do not think that we need to look any further back than the present year to realize how in large measure our college product has not met the tests of life in this respect. I sometimes think we have allowed our development of the intellect to go, if anything, too dangerously far, when we compare it with what we have done on the moral side. It has been said that the great dangers that threaten civilization are not the dangers of ignorance, but the dangers that knowledge and quickened intellect will use what they can accomplish, not for the good and the help of mankind, but for its ultimate destruction.

So, ladies and gentlemen,—although it may seem a bit too serious for such a gathering as this—but it is an array of representatives of the universities and colleges, and I speak for those who make it their business in life, so far as they can, to develop the all round character of the youth committed to their care,—I cannot help touching upon that point, and expressing it as my earnest hope that the colleges, and that Yale, will recognize for the future, a new and a larger responsibility, to stimulate and recognize the spiritual element in the youth that we send for them to conduct further on life's road; and that, in doing so, they will find themselves truer to their old ideals of service to the community, service not merely on the intellectual side, but

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service on the moral side as well; service in bringing to bear upon humanity in this day of its distress, and in this day of its ignorance, and in this day of its longing for leadership and ideals, a higher ideal than we have yet brought to bear upon it; that will lead it eventually out of the darkness, and the misunderstandings, and the suspicions, and the fears, which now crowd its horizon, and dim its vision, and clog its footsteps.

Yale has had a splendid tradition of service, one of the finest of any institution in the country; and my hope is, speaking for my colleagues of the secondary schools, that that ideal will be even more distinctly clarified and elevated in the days that are to come under the new administration; and that we may take new courage as we send our boys to you, and to the other colleges, in feeling that what we have tried to do for them, to make them men, and make them servants in the truest and finest sense of the word, will be furthered in those college years which mean to so many ultimate success or disastrous failure.



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WOMEN'S COLLEGES

BY PRESIDENT MARY E. WOOLLEY

**M**R. Toastmaster, many in this audience twenty years ago shared the inspiration of Yale's two hundredth birthday party. It would be difficult to say what event of those eventful days was most inspiring but it is quite certain that no one will forget the "campus night" when old Yale was made to live again. I have been thinking of that first impressive picture, when we were shown "The men who laid old Yale's firm corner stone." There are many happenings in the college world of to-day that would without doubt, surprise the Reverend Abraham Pierson and his contemporaries and probably among the surprises would be included the introduction of "female" into the conception of a collegiate school "Wherein Youth may be instructed in the Arts & Sciences who thorough the blessing of Almighty God may be fitted for Publick employment both in Church & Civil State." It is not strange since nearly a hundred years after the Reverend Abraham Pierson the question of admitting girls to the common schools for two hours in the day when there were not enough boys to fill them was debated throughout New England, Gloucester deciding that they should be open during the summer months to females since they are a "tender and interesting branch of the community and have been much neglected in the public schools of this town."

However, I have come here this evening, Mr. Toastmaster, not to reminisce—even over twenty years,—but to bring the greetings of the colleges for women to your new president. The two women's colleges in the Connecticut Valley extend the greeting of near neighbors. Several years ago, talking in Edinburgh with a graduate of a Scottish University, I mentioned

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the fact that Smith and Mount Holyoke Colleges were so near Yale University that enterprising visitors had been known to visit the three institutions in one day. Whereupon my Scottish friend observed, "I suppose, then, that the graduates of Smith and Mount Holyoke Colleges receive their degrees from Yale University." I had to admit that—up to date—such had not been our distinction!

Mount Holyoke College has a personal reason for appreciative greeting, in the debt of our department of experimental psychology to President Angell. The college owes more to him in the establishment of that department than to any other psychologist, for the training of the brilliant women who were its first teachers and administrators and for the interest which he showed by giving generously of his counsel.

The greeting of the colleges for women, however, signifies more than neighborliness, more even than personal gratitude to the man in whose honor we have met here. I think that I am not mistaken in saying that we feel a peculiar sense of comradeship because the ideal for which we are striving has been from the beginning so characteristic of this institution. "To be instructed in the Arts & Sciences that thorough the blessing of Almighty God Youth may be fitted for Publick employment both in Church & Civil State," is a concise expression of the fitting for service which is always associated with Yale. "Following after" by many years, with a very gradual apprehension on the part of the public, that women as well as men, have a responsibility for the common welfare, the women's colleges have given opportunity for the development of intellectual and spiritual power that women too may be better fitted to play their part worthily in the great game of life.

Mr. President, the colleges for women extend to you greeting and congratulation. We congratulate you upon the opportunity for service which is yours. The country and the world need what this institution has given so generously, what it is destined

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to give in even greater measure,—scientific investigation and discovery used for the healing of the nations, not for their destruction ; history and philosophy, letters and the wisdom of the ages, giving an understanding of the past which shall aid in avoiding mistakes of the present ; the culture of the scholar, the genius of the leader ; the development of power, both intellectual and spiritual. And in your high mission as standard bearer we wish you Godspeed.

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## UNIVERSITIES AND COLLEGES OF THE EAST

BY PRESIDENT WILLIAM H. P. FAUNCE

**M**R. Toastmaster and Friends: It is written in an ancient book that when a woman has found her piece of silver she calls together her friends and neighbors saying, "Rejoice with me." But the finding of a man is more than the finding of silver; and Yale, having found her new man, does well to call together her friends, who cover the continent, and her neighbors, for whom I have been asked to say a few words.

One of the graduates of a New England College was recently heard to remark complacently that he graduated "Summa Cum Laude." "Oh," said his friend, "that doesn't mean anything. I graduated 'mirabile dictu.'" Now, the "mirabile" about this gathering is not that Doctor Angell is to become president of Yale; the admirable thing about it is that we who are here to-night represent such diversity in unity, such vast variety in method of education, with one goal and purpose inspiring us all. The eastern colleges and universities of the United States do not desire to be standardized; they do not expect ever to become like peas in a pod or bricks in a wall; they preserve, and expect to preserve, their variety of origin, and their various modes of expression and procedure. They all remember the maxim of Marcus Aurelius:

"I must be true. As if an emerald should keep saying to itself 'However other stones may shine I must be true emerald, and keep my color.'"

No one would accuse Yale of being a pale replica of her dearest foe upon the Charles; and almost equal is the antithesis between Bowdoin College and Clark University, between Am-

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herst and the Massachusetts Institute of Technology, between Princeton and Pennsylvania, between Cornell University and the University of Rochester. We want no melting pot for eastern education. Rather, we want the loom, in which each institution shall contribute its own peculiar texture and color, for the expanding fabric of American civilization. And the most inspiring thing about this gathering here to-night is the vast variety of method and mode represented. We pledge our support to President Angell because we support the American conception of education. We praise and honor Yale because she has to a large degree succeeded in combining the individualism of her Puritan founders with the fine coöperative temper of the twentieth century.

Architecture has often been called "frozen music." Certain academic architecture might be called the congealed philosophy of education and of life. Some of us were at the centennial of the University of Virginia three weeks ago, and we noticed there how porch was joined with porch, and building to building, all in one harmonious synthesis. Whoever visits Oxford or Cambridge to-day is struck first of all by the solidarity of the structure, arch interwoven with arch, window following window; the whole forming a quadrangular defense against the Philistine world without that strikes at the social order from which those colleges were born. When our Puritan fathers started the American college they began with the "college edifice," solitary, lonesome, bleak, standing on a hilltop; and now Yale, that started in the same way, and still keeps and will keep, we hope, its old South Middle—Yale has constructed a new home, perhaps the most beautiful quadrangle that the educational world through all the centuries has ever seen. And that means that Yale, still true to the superb initiative and individual self-reliance of the Puritan fathers, yet sees the necessity for social consciousness and coöperative endeavor; for the solidarity of social structure that alone will enable us to meet the

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tasks of the twentieth century. That is a real educational change.

Then, we praise and honor Yale because of her marvelous contribution to the faculties of other colleges and universities. Whenever I get a Yale man on our faculty I settle back with an air of contentment, knowing that I have gotten both character and training in that teacher. If the Yale contingent were to be suddenly subtracted from the faculties of other American universities and colleges, nearly every faculty would suffer; some would be crippled, and a few quite disrupted. It has been a great and superb contribution, for which we are grateful. And we trust that President Angell, retaining all the fine and noble teachers that Yale now has, will have such a free hand that he may be able to call to his side the finest and ablest personalities of the teaching profession in both hemispheres, in spite of departmental etiquette either at Yale or elsewhere; for, if I had to choose between presidential tyranny and departmental etiquette, I think I would choose a little presidential tyranny myself.

What is it, after all, that makes the great teacher? It isn't equipment; it isn't gates and towers and quadrangles; they do not make any teacher. What makes a teacher is the consciousness in the student mind that something is now happening in the teacher's mind; that the teacher is undergoing a new experience; that he is moving out into new intellectual territory; that he himself is achieving new intellectual conquests; and that, in that conquest, the real pupil may have a share. That is the most inspiring thing about any teacher. As it is said in the twenty-third psalm—"My cup runneth over"—when the empty mind is brought into touch with the full, brimming personality, something spills over; and that is the process of education. And wherever you get the full mind, teeming with new processes, with fresh experiences, there you get the real educational process, at the very heart of our university life.

Because of these things in the past, and because we believe

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greater things are here yet to be done in the future, we bring to-night our tribute of wishes and prayers and hopes, and place them in the hand and heart of President Angell. His honored father was once a professor in Brown University. He called upon me in his genial fashion just after I had assumed my present task, and I said, "Now give me some advice, Doctor Angell. I am but a novice and you have been in this work so many years. Pray give me some counsel." His kindly eyes twinkled as he answered, "Oh, I don't think any man can really tell another man how to do it. Every man must solve his problems in his own way." Then said he, "I might make one remark. I think a man in an executive position should have well developed antennae." When you consider how some men have antennae where other men grow horns, you may understand what President Angell meant.

May this President Angell, distinguished son of a distinguished sire, have such perceptive faculties that he shall perceive through the coming quarter century the splendid opportunities and responsibilities of American life as clearly as we hope he feels to-night our faith in him, and our felicitations on the high command he will assume to-morrow.

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## UNIVERSITIES AND COLLEGES OF THE SOUTH

BY PRESIDENT HARRY WOODBURN CHASE

**M**R. Toastmaster, President Angell, Ladies and Gentlemen: I am on this occasion reminded of a predicament of a young friend of mine, a law student, who wrote to a judge, a friend of his, in Texas, asking whether, in his judgment, there was a good opening in the State of Texas for a young lawyer who was a Republican and an honest lawyer. The judge wrote back, post haste, "I think, sir, that Texas would be an ideal spot for you. As a Republican, you would be protected by the game laws; and as an honest lawyer, you would find no competition." Under the protection, then, of your game laws, I bring to-night to President Angell from the South, the solid educational South, a message that it is their hope and their expectation that under your leadership, Sir, Yale will write still another great and splendid chapter in her history, and in the history of American college education.

I think that those of us who are dealing with the problems of higher education in America to-day cannot but feel that almost everything about our institutions of higher education is in a very plastic and formative stage; in a stage where old precedents and old ways of doing things hardly suffice for the guidance of our modern youth and our modern problems. And I suspect that in a sense that is especially true at this day and hour with those of us who are at work in the South, which is so rapidly and so dramatically emerging from its long period of adversity and poverty, and is now in the very beginnings, I believe, of a literary and educational renaissance; in the very beginnings of a growth of a new and fine civilization, carved out



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by the patience and the courage and the wisdom of old American stock with the same vision, I think, and the same wisdom, with which our New England ancestors carved this empire out of a wilderness. And those of us whose work lies to-day in the South are looking, in this rapidly shifting era of ours—whose problems grow under our hands almost before we can become familiar with them, shifting and changing almost day by day—are looking for guidance and for wisdom.

There are, I think, about the spirit and the outlook of this University of Yale many things which are, and have been, and will be, of distinct help to us. I cannot mention by any means all of them. I do want to mention two things which, it seems to me that we, who are at work in the South to-day, feel about Yale, and feel about Yale in terms of our own problems in this present hour.

The first thing is that Yale, I think, has always been hospitable to new ideas; Yale has never been afraid to experiment; her whole history bears witness to that; she has not been afraid of innovations, or to see problems in a new way and a large way; and it is just that spirit of experimentation and education, that fearlessness to look to new ways, and that fearlessness about dealing with it by new methods, that, it seems to me, we need so badly in higher education in America to-day.

Our problems are so rapidly shifting, and so different from those of the pre-war days. I was just thinking of the two colored men who met each other; and one remarked, "Where is you gwine, Henry?" And Henry replied, "Lordy, what you mean!—asking me where I'se gwine? I'se done been where I'se gwine."

I think Yale has never been content to go where she has been; she has been pushing out, pioneering, in new directions; and that is the spirit which higher education in America must have, if it is to solve the problem.

And the second thing about Yale which appeals to me so

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strongly in terms of our own problems in the South, has already been mentioned here to-night. It is the splendid way in which Yale has succeeded in making herself the guide and the interpreter of our democratic social order. I don't mean merely that her life has been democratic. It has been that. But I also mean that the men who have gone out from Yale have gone out with a vision of public service, and with a passion for coöperating with their neighbors in developing higher and finer types of American life wherever they have gone. Yale has not been merely educating individuals. She has been educating men who have felt and responded to the call for service wherever they have been. And that, as I see it, is a thing all of us must do; for we cannot think about our institutions to-day merely as training individuals. We must, I believe, think about them increasingly as guides and interpreters of a surely and rather swiftly developing new social order in America.

I think that we in the South are coming to feel that about our institutions. I think we are coming to feel it quite generally. And to my mind, wherever over this broad land these swift currents are pulsing, and progress is being made as rapidly as it is to-day in the South, it is not safe for educational institutions to shut themselves up behind their campus gates, and isolate themselves from the common life of mankind. They must, lest civilization become a merely material affair, inspire men with social and spiritual passion to serve mankind and to serve civilization.

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# UNIVERSITIES AND COLLEGES OF THE WEST

BY CHANCELLOR EDWARD CHARLES ELLIOTT

**M**R. Toastmaster: President Hadley who is; President Angell who is to be; and ex-president Taft who was, who is, and who will be ever honored by Yale men and beloved by the American people.

In this hour of inspiration and of aspiration, I have, and you will forgive the admission, not a few apprehensions. It is my mission, in this distinguished presence, to present to Yale and to President-elect Angell the salutations of the West. I well know, however, that no one individual may rightfully claim to possess that cosmopolitan versatility, without which the real spirit of the vast, varied, virile region of the West cannot be completely conveyed.

It has been said that an expert is just an ordinary man away from home. If this be sense, then I shall presume to pose, for my allotted moments, as an expert of the West; at least that typical part of the West I call my home.

As one travels from Long Island Sound to Puget Sound, or from the mouth of the Connecticut to the mouth of the Columbia, one spends one quarter of the time of journey in crossing that state which I am proud to-night to represent. Many of you have made that journey over the upland plains and through the land of the shining mountains. Perhaps not a few of you have been impressed as was a certain New England lady who visited our state not long ago and who described Montana as, "the State that had more rivers and less water, more cows and less milk, and in which you could look farther and see less than in any other place in the world!"

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As to the extent of our aqueous and lacteal resources, I will not argue. But I would maintain that our people of the West look farther and see more than any other people in the world; farther and more, even, than did that little group of clergymen of the Connecticut Colony who, two hundred and twenty years ago, donated their collection of books for the beginning of the great University within whose precincts we are privileged to gather to-night.

Montana, that imperial domain of the northwest, has an area equal to that of all the states of New England, New York, New Jersey, and half of Pennsylvania. It contains but one-fortieth of the population of these eastern states. Through the past four years this state of mine experienced a most distressing and destructive drouth. The material losses were tremendous and tragic—such losses as would have well-nigh undermined the economic life of any one of the New England states. By reason of an isolated, inland position the great war imposed a double economic burden upon these people of the frontier.

Despite this calamity of nature and the hardships of the war the people of Montana were asked whether they desired for their sons and their daughters a University worthy of the ideals of the commonwealth. The answer was given last November. These pioneers, *these unrefined pioneers*, Mr. Toastmaster, went to the polls and registered, by overwhelming majority, a decision to add approximately twenty million dollars to the supporting funds for the University of Montana.

This accomplishment of Montana may be exhibited, I trust, without the hazard of provincial pretensions; rather, to emphasize an indebtedness which the educational West must ever acknowledge to New England and to Yale. The history of practically every one of the one hundred fifty or more Universities and Colleges of the West reveals a considerable measure of influence of Yale men.

A decade ago, a well-known American journalist, after

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studying and analyzing our universities discovered what he claimed to be an essential difference between Yale and the Western Universities. Yale had traditions. No other university in the country had a better lot of traditions than Yale. "The past," said he, "is not really past at Yale. It is part of the present. It is different in the western universities. There I found men reticent about the past and not over enthusiastic about the present, but when they began to talk of the future their eyes shone and their tongues were loosed."

The finest tradition that Yale has, is not her own intimate past but in the present as represented by the institutions which have arisen by the transit of Yale's culture from New England to the New West.

May I digress for a moment. I am said to be the only one of my official variety in the American University world. The University of Montana is a unique organization. It is composed of four distinct and separate higher institutions. To use a western phrase, I "ride herd" on four presidents. A few weeks ago we had the responsibility of finding a new president for one of our institutions. After he was elected—isn't it curious that very little is known about a president until after he is elected—I discovered this inspiring fact. That the line of educational leadership, begun in 1745 by President Thomas Clap of Yale College, is to-day continued in the State University of Montana through the presidency of his great-great-great-grandson, Dr. Charles H. Clapp.

The West, the geographical West, not the psychological West that most of those who live in New England think of,—the West that begins with the Mississippi River and not with the Hudson River—what of it? I would be delinquent did I not assume to bring to the man we honor to-night, greetings from each of the twenty states, energized by the same pioneer idealism that is laying an educational foundation to the commonwealth of Montana. Had the great leaders of the educational

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institutions in those states commissioned me with their own voices, I am sure that they would have asked me to say, as I am about to say to you, in behalf of the new President of Yale:—

Give him full opportunity, sedulously safeguard him, and the supremely important interests you have committed to his care, from those persistent enemies of education—personal and political selfishness, partisan and provincial narrowness. May it be that he give a new meaning to the great purpose for which this institution was created and exists. Match his courage with your confidence; his skill with your sympathy; his power with your patience; that this Yale University shall continue to be a master genius for the creation of men of leadership and of unselfish public service—the supreme need of the nation.

We of the West cherish for Yale that high humility voiced by that great prophet of our democracy,

“I celebrate myself, and sing myself,  
And what I assume you shall assume  
For every atom belonging to me as good belongs to you.”

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### FOREIGN UNIVERSITIES

BY SIR ROBERT JONES

**M**R. Toastmaster, I have to thank you from the bottom of my heart for the very kindly way in which you have proposed this toast, and to all of you for the very kindly response you have given to it. I don't think I shall ever forget your words, Sir, the spirit they breathe; and I am quite sure, on the part of my own country, it is heartily reciprocated. It is unthinkable that any misunderstanding of any grave nature can occur between people who really ought to love one another from the bottom of their hearts. Speaking for the universities in England and for the England that I know quite well, I feel sure that there is no country that we look up to more, and we hope more from, and we hope will continue to like us, than this great American nation. I wish, Sir, I had an eloquent tongue that I might adequately express my sentiments; but one feels that this great war has bound us together, in time of great national peril, by community of interest and ideals, and I think it would be a terrible thing if, in time of peace, the bond of union should be in any way weakened.

I feel that our great universities abroad, for which I have great honor and respect, should see more of the universities of America; and I feel that we all really ought to come into closer personal contact with one another. The exchange professors we hail with great joy. It does very great good. It is very much appreciated in England. It brings the people together; and fire-side intimacies will do much to remove causes of friction and enable us to see and appreciate each other's point of view. In some way one feels that the more we have of traveling scholars the better it is for our universities and for our country. And not

